"Analysis of the NEP 2020 towards achieving its objectives In relation to Stakeholders point of view"

Synopsis for

The Degree of doctor of philosophy

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Submitted to

Department of Education

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1. **Introduction:-**

Education is fundamental for achieving full human potential, developing an equitable and just Society, and promoting national development. Providing universal access to quality education is the Key to India's continued ascent, and leadership on the global stage in terms of economic growth, Social justice and equality, scientific advancement, national integration, and cultural preservation. Our Universal high-quality education is the best way forward for developing and maximizing our Country's rich talents and resources for the good of the individual, the society, the country, and the World. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our Country

1.1 The fundamental principles that will guide both the education system at large, as well as the Individual institutions within it are:-

1. recognizing, identifying, and fostering the unique capabilities of each student, by Sensitizing teachers as well as parents to promote each student's holistic development in both Academic and non-academic spheres;
2. according the highest priority to achieving Foundational Literacy and Numeracy by all Students by Grade
3. flexibility, so that learners have the ability to choose their learning trajectories and programs, and thereby choose their own paths in life according to their talents and interests;
4. **n**o hard separations between arts and sciences, between curricular and extra-curricular Activities, between vocational and academic streams, etc. In order to eliminate harmful Hierarchies among, and silos between different areas of learning;
5. multi disciplinarity and a holistic education across the sciences, social sciences, arts, Humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity Of all knowledge;
6. emphasis on conceptual understanding rather than rote learning and learning-for-exams;
7. ethics and human & Constitutional values like empathy, respect for others, cleanliness,
8. Courtesy, democratic spirit, spirit of service, respect for public property, scientific temper Liberty, responsibility, pluralism, equality, and justice;
9. promoting multilingualism and the power of language in teaching and learning;
10. focus on regular formative assessment for learning rather than the summative assessment that Encourages today's 'coaching culture
11. extensive use of technology in teaching and learning, removing language barriers, increasing Access for Divyang students, and educational planning and management;
12. respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, Always keeping in mind that education is a concurrent subject;
13. full equity and inclusion as the cornerstone of all educational decisions to ensure that all Students are able to thrive in the education system;
14. synergy in curriculum across all levels of education from early childhood care and Education to school education to higher education;
15. teachers and faculty as the heart of the learning process – their recruitment, continuous Professional development, positive working environments and service conditions;

16. a ‘light but tight’ regulatory framework to ensure integrity, transparency, and resource Efficiency of the educational system through audit and public disclosure while encouraging Innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;
17. outstanding research as a co-requisite for outstanding education and development;
18. continuous review of progress based on sustained research and regular assessment by Educational experts;

1.2. Stakeholders in Education:-

In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councillors, and state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups, such as teachers unions, parent-teacher organizations, and associations representing superintendents, principals, school boards, or teachers in specific academic disciplines.

1.3. Way and opportunity for stakeholders:-

S. no.	Stakeholder(s)	Focus areas	Key action points	Timelines
01	Central Government	Governance	• Constitute Steering Committee under PMO along with program management unit for regular consultation with States and other bodies • Establish the newly proposed bodies such as HECI, NHERC, GEC and HEGC along with appointment of members for key roles • Create a hybrid governance model to steer interactions between skills and HE ecosystems • Establish vocational education as an alternate career pathway under National Higher Education Qualification Framework (NHEQF)	Immediate

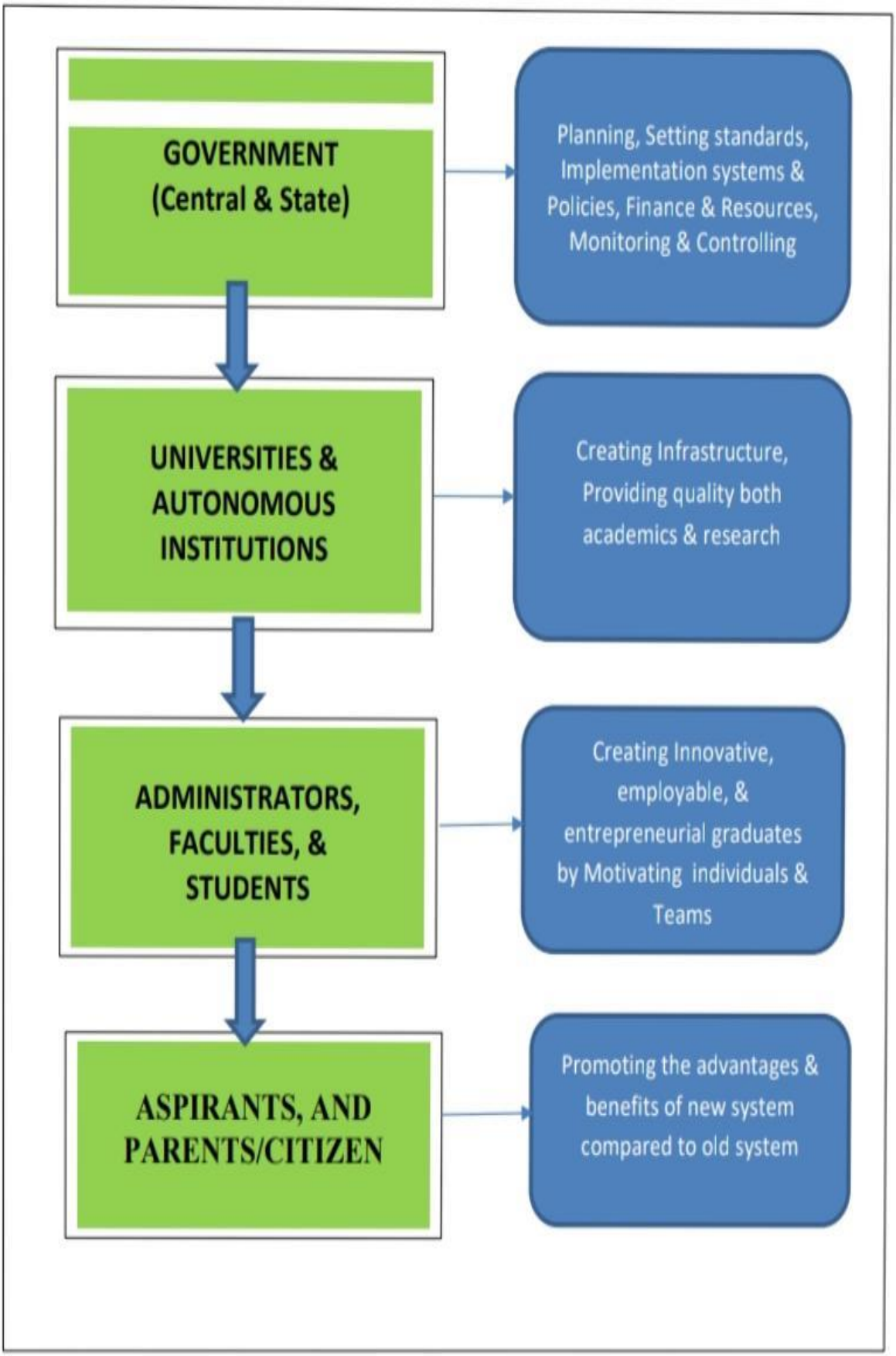
S. no.	Stakeholder(s)	Focus areas	Key action points	Timelines
02	State Government bodies in collaboration with District and local bodies, including Panchayats	Operational standards and Convergence	• Define rules and regulations for private schools and private school operators • Establish convergence with RTE and existing schemes such as Samagra Shiksha • Draw a state-contextualised prioritisation matrix of initiatives to ensure that the most critical actions are undertaken first • Develop a rationalisation framework tailored to local needs for institutional restructuring and consolidation with clear 5, 10 and 15-year targets	Immediate
03	National Council for Teacher Education, DGT, NSDC	Capacity building	• Short-term training programs for state officials (DEOs, BEOs, BRCs/CRCs) to be designed • State level mentorship scheme and identification of mentor institutions to strengthen affiliated colleges to enable them to obtain autonomy • State faculty development mission – nodal centre in universities, custom FDPs, online platforms to train master faculty members	Ongoing
04	Industry partners	Teaching, research and funding	• Develop fund pool for contribution towards research and development of foundational skills • Collaboration opportunity for industry players in blockchain, AI, predictive analytics with focus on monitoring and evaluation • Opportunity for industry participation in research, co-delivering short-term skill certificates, co-partnering in creation of online universities	Ongoing
05	Schools	Curriculum and Pedagogy	• Opportunity to adopt student-friendly curriculum and pedagogical methods • Opportunity to leverage activity-based and experiential-learning pedagogy will require upgrade of both physical and digital infrastructure to provide learners the space and resources required	Ongoing

S. no.	Stakeholder(s)	Focus areas	Key action points	Timelines
06	Higher Education Institutes	Autonomy and Expansion Providers	• Integrate Teacher education offerings into multidisciplinary colleges and universities, and offer 4-year B.Ed., 2-year B.Ed. and shorter certification courses for specialised areas of teaching • Ease of starting and operating HEIs because of clear demarcation of roles and responsibilities across regulation, accreditation, funding and academic standard setting • Leverage increased academic and administrative autonomy for quality enhancement, thereby causing both monetary and non-monetary benefits • Opportunities for expansion and increasing enrolments in terms of ODL and online programmes and branch campuses in other countries • Enhanced opportunities for private HEIs to obtain research funding owing to emphasis on merit-based and peer-reviewed funding processes, improved regulatory landscape	Immediate
07	School and HEI Management	Entity Change, Acquisition and Consolidation	• Since all educational institutions will have to work as 'not-for-profit' entities, all pre-schools will have switch to a Not for Profit constitution • Opportunity for HEIs to merge/acquire other HEIs since mandate of the NEP requiring HEIs to be multidisciplinary will result in substantial consolidation	Ongoing
08	Foreign Universities	Opportunity to establish campus in India and collaborate with Nidan HEIs	• Opportunity for top 100 Foreign Universities to set up campuses in India. A legislative framework facilitating such entry will be put in place and such Universities will be given autonomy on par with other autonomous institutions of India. • Opportunity to increase collaboration with Indian Educational Institutions to widen the international exposure for both teachers/ students and Improve the quality of education and learning	Ongoing

S. no.	Stakeholder(s)	Focus areas	Key action points	Timelines
09	Vocational training providers / ITIs	Collaboration and new course offerings	• Opportunity to develop tailored programs with HEIs and have a role in shaping the higher education ecosystem and aligning it with market needs • Develop credit-based, continuous learning focussed courses in collaboration with HEIs for developing meaningful, employment-oriented offerings at affordable prices through resource optimisation strategies.	Immediate
10	Content and book providers	Local Language Offerings	• Develop textbooks, learning materials and provide to students in local languages • Develop teaching and learning material to develop teacher capacity suitable for local languages and bilingual instruction; • Develop assessment materials and question banks for schools, which need to be conducted in local languages	Immediate
11	Education Technology Players	Joint course offerings	• Opportunity to collaborate with schools for skilling courses starting from class six • Opportunity for Edtech players to collaborate with HEIs offering vocational programs to offer joint degree/certificate programmes.	Ongoing
12	Financial Services players	Inclusivity	• Opportunity for Financial services players and financial technology players to collaborate with the National Scholarship Portal to support, foster and track the progress of students receiving scholarships. • Private HEIs can also tie up with fintech players to offer financial support and scholarships to their students	Ongoing

S. no.	Stakeholder(s)	Focus areas	Key action points	Timelines
13	Assisted Technology providers	Inclusivity and accessibility	• Assistive devices, technology-based supportive tools and language-appropriate teaching and learning materials (e.g. textbooks in accessible formats such as large print and Braille) will be made available to assist specially abled students.	Ongoing
14	Information and Communication Technology (ICT) Infrastructure Providers	Transformation and Scalability	• Opportunities to collaborate with HEIs and schools for expansion and increasing enrolments in online programmes and branch campuses in other countries • Provide a platform for continuous learning for trainers and mentoring support • ICT transformation opportunity through participation in technology provisioning, infrastructure set-ups and capability development for academic and administrative aspects • Opportunity for setting up data-driven systems for evidence-based policymaking by setting up National/ State level data centres for collation of learning data • Opportunity for the private sector to be involved as experts in setting up and operationalising of the National Educational Technology Forum (NETF)	Ongoing

S. no.	Stakeholder(s)	Focus areas	Key action points	Timelines
15	Faculty and trainers	Defined Career Progression	• Opportunity to leverage Career advancement opportunities through operationalisation of career progression mechanisms, professional development opportunities and improved incentivisation structures • Minimal career gap and continuous learning opportunity for trainers • Rationalisation of teaching duties and greater autonomy to faculty to design curricular and pedagogical approaches will lead to improved teaching outcomes. • Reduced focus on non-academic work to give more time for student support and research	Ongoing
16	Students or Beneficiaries	Flexibility and Choice	• More opportunities to enter the education system through enhanced scholarships, quality ODL and online degree programs that permit remote studies • Opportunity to make course choices and decide the pace of study • Global exposure for Indian students through exchange programmes and setting up of foreign university branch campuses in India	Ongoing


GOVERNMENT
(Central & State)
Planning, Setting standards, Implementation systems & Policies, Finance & Resources, Monitoring & Controlling
UNIVERSITIES & AUTONOMOUS INSTITUTIONS
Creating Infrastructure, Providing quality both academics & research
ADMINISTRATORS, FACULTIES, & STUDENTS
Creating Innovative, employable, & entrepreneurial graduates by Motivating individuals & Teams
ASPIRANTS, AND PARENTS/CITIZEN
Promoting the advantages & benefits of new system compared to old system

1.4. Top-down implementation approach of the National Education Policy;-

1.3 Objectives of the Research:-

1. To study the point of view of primary teacher's towards the objectives of NEP 2020 of CBSE Board affiliated Government/ private school's.
2. To study the attitude of primary teacher's towards the objectives of NEP- 2020 of state Board Affiliate Government/ private school's.
3. To study the point of view of secondary school Teacher towards the objectives of NEP-2020 Of CBSE- Board affiliated Government/ private rural and urban institutions.
4. To study the point of view of secondary school teacher's towards the objectives of NEP-2020 Of state board affiliated Government/private rural and urban school's.
5. To study the point of view of higher education teacher's towards the objectives of NEP-2020 Of aided/ government/self-finance university and colleges.
6. To study the attitude of secondary school students towards the objectives of NEP-2020 Of CBSE and state board affiliated rural and urban areas school's.
7. To study the point of view of higher education students towards the objectives of NEP-2020 Of aided/government/private university and colleges.
8. To study the point of view of parents of primary students towards the objectives of NEP-2020 Of CBSE state board affiliated private/government school's.
9. To study the attitude of parents of secondary school student towards the objectives of NEP 2020 of CBSE and state board affiliated government and private school's.
10. To study the Point of view parents of higher education students towards the objectives of NEP-2020 of aided, government and private university and colleges.
11. To study the point of view of primary school management/ administration towards the Objectives of NEP-2020 of CBSE and state Board affiliated school's.
12. To study the point of view of secondary school management/ administration towards The objectives of NEP-2020 of CBSE and state board affiliated school's.
13. To study the point of view of higher education institutions Management/administration Towards the objectives of NEP-2020 of government and private university and colleges.
14. To study the point of view of Government authority towards the objectives of NEP-2020 Of NCERT, SCERT, CBSE board and state board authorities.
15. To study the point of view of community members towards the objectives of NEP-2020 Of formal and informal community.
16. To study the point of view of local business leaders towards the objectives of NEP-2020.

1.2 Hypothesis of the research:-

- There is no significant difference in the point of view of primary teacher's serving in CBSE board affiliated government and private institutions towards the objectives of NEP-2020.
- There is no significant difference in the point of view of primary teacher's serving in State board affiliated government and private institutions towards the objectives of NEP 2020.
- There is no significant difference in the point of view of secondary school teacher's serving in CBSE board affiliated government and private rural and urban institutions towards objectives of NEP 2020.
- There is no significant difference in the point of view of secondary school teacher's Serving in state board affiliated government and private rural and urban institutions Towards the objectives of NEP-2020.
- There is no significant difference in the point of view of higher education teacher's Serving in aided, government and private university and colleges towards the objectives of NEP-2020.
- There no significant difference in the point of view of secondary school students studying in in CBSE and state board affiliated school's towards objectives of NEP -2020. There is no significant difference in the point of view of higher education students studying in aided, government, private university and colleges towards objectives Of NEP-2020.
- There is no significant difference in the point of view of parents of primary students studying in CBSE and state board affiliated private, government school's towards the Objectives of NEP-2020.
- There is no significant difference in the point of view of parents of secondary school Students studying in CBSE and state board affiliated government and private schools towards the objectives of NEP-2020.
- There is no significant difference in the point of view of parents of higher education Students studying in aided, government, self-finance institutions towards the Objectives of NEP-2020
- Three is no significant difference in the point of view of primary school management/ Administration related to CBSE and state board affiliated institutions towards the objectives of NEP-2020.
- There is no significant difference in the point of view of secondary school management/Administration related to CBSE and state board affiliated institutions towards the objectives of NEP-2020.
- There is no significant difference in the point of view of higher education institutions Administration/management related to government and private university and colleges Towards the objectives of NEP-2020.
- There is no significant difference in the point of view of Government authorities related to NCERT, SCERT, CBSE board, state board towards the objectives of NEP-2020.

- There is no significant difference in the point of view of community members related to Formal and informal community towards the objectives of NEP-2020.

- There is no significant difference in the point of view of local business leaders towards the objectives of NEP-2020.

2. **Sample size of the survey according to stakeholders:-**

S. No.					
1	TEACHERS (250)	primary teacher(60)	CBSE TEACHER(30)	GOV.TEACHER(15)	RURAL (5)
					URBAN(10)
				PRIVATE TEACHER(15)	RURAL (5)
					URBAN(10)
			STATE BOARD TEACHER(30)	GOV.TEACHER(15)	RURAL (5)
					URBAN(10)
				PRIVATE TEACHER(15)	RURAL(5)
					URBAN(10)
		Secondary teacher(100)	CBSE TEACHER(50)	GOV.TEACHER(25)	RURAL(15)
					URBAN(10)
				PRIVATE TEACHER(25)	RURAL(15)
					URBAN(10)
			STATE BOARD TEACHER(50)	GOV.TEACHER(25)	RURAL (15)
					URBAN(10)
				PRIVATE TEACHER(25)	RURAL (15)
					URBAN(10)
		Higher Edu. Teacher(90)	AIDET EDU. TEACHER(30)		
			GOV.HIGHER EDU. TEACHER(30)		
			SELF - FINANCE COLLEGE TEACHER(30)		

2	STUDENTS (250)	Secondary Level Student(150)	CBSE BOARD(70)	PRIVATE (40)	RURAL (20)	MALE(5)
						FEMALE(15)
					URBAN(20)	MALE(5)
						FEMALE(15)
				GOVERNMENT(30)	RURAL (15)	MALE(5)
						FEMALE(15)
					URBAN(15)	MALE(5)
						FEMALE(15)
			STATE BOARD(70)	PRIVATE(30)	RURAL (15)	MALE(5)
						FEMALE(15)
					URBAN(15)	MALE(5)
						FEMALE(15)
				GOVERNMENT(40)	RURAL (20)	MALE(5)
						FEMALE(15

						)
					URBAN(20)	MALE(5)
						FEMALE(15)
		Higher Edu. Students(100)	STUDENT OF AIDED UNI.(30)	RURAL(15)		MALE(5)
						FEMALE(10)
				URBAN(15)		MALE(5)
						FEMALE(10)
			STUDENT OF GOV.UNI.(40)	RURAL(20)		MALE(10)
						FEMALE(10)
				URBAN(20)		MALE(10)
						FEMALE(10)
			STUDENT OF SELF-FINANCE(30)	RURAL(215)		MALE(5)
						FEMALE(10)
				URBAN(15)		MALE(5)
						FEMALE(10)

S.NO..					
3	PARENTS(250)	PARENTS OF PRIMARY STUDENT(100)	CBSEBOARD STUDENT PARENTS(50)	PRIVATE(25)	RURAL(10)
					URBAN(15)
				GOV.(25)	RURAL(10)
					URBAN(15)
			STATE BOARD STUDENT PARENTS(50)	PRIVATE(25)	RURAL(10)
					URBAN(15)
				GOV.(25)	RURAL(10)
					URBAN(15)
		PARENTS OF SEC. STUDENT(100)	CBSEBOARD STUDENT PARENTS(50)	PRIVATE(25)	RURAL(10)
					URBAN(15)
				GOV.(25)	RURAL(10)
					URBAN(15)
			STATE BOARD STUDENT PARENTS(50)	PRIVATE(25)	RURAL(10)
					URBAN(15)
				GOV.(25)	RURAL(10)
					URBAN(15)
		PARENTS OF HIGHER EDU.	PRIVATE INSTITUTIONS(25)		RURAL(10)
					URBAN(15)
			GOV.INSTITUTIONS (25)		RURAL(10)
					URBAN(15)

S.NO.				
4	ADMINISTRATION/MANAGEMENT(90)	PRIMARY MANG.(30)	CBSE BOARD MAG.(15)	
			STATE BOARD ADMI.(15)	
		SECONDARY SCH.MAG.(30)	CBSE BOARD MAG.(15)	
			STATE BOARD ADMI.(15)	
		HIGHER EDU. MAG.(30)	CBSE BOARD MAG.(15)	
			STATE BOARD ADMI.(15)	

S.NO			
5	GOV. AUTHORITY(20)	CENTRAL GOV.AUTHORITY(10)	NCERT(5)
			CBSE BOARD(5)
		STATE GOV. AUTHORITY(10)	SCERT(5)
			STATE GOV.BOARD(5)
6	COMMUNITY MEMBERS(90)	FORMAL COMMUNITIES(45)	
		INFORMAL COMMUNITIES(45)	
7	LOCAL BUSINESS LEADERS(50)	RURAL LOCAL BUSINESS LEADERS(25)	
		URBAN LOCAL BUSINESS LEADERS(25)	

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4. Related questionnaire of survey

इस मापनी में 48 प्रश्न हैं इस मापनी का निर्माण नवीन शिक्षा निति 2020 के उदेश्यों के प्रति आपका द्रष्टिकोण जानने के लिए किया गया हैं| इस मापनी में कथनों के सम्मुख -सहमत,तटस्थ,असहमत में से जो भी आपके द्रष्टिकोण के अनुरूप हो कृपया उस पर सही का चिन्ह लगाइये | आपके द्वारा दी सुचना पुणर्ताया गोपनीय रखी जायेगी एवं इसका प्रयोग केवल अनुसंधान हेतु किया जायेगा | कृपया नवीन शिक्षा निति के प्रति आपना दृष्टिकोण रखकर भारतीय शिक्षा को आधिक उदेश्येपूर्ण व उपयोगी बनाने में हमारा सहयोग करें |

कृपया निम्न लिखित सूचनाये भरिये:- दिनांक:-

नाम:- लिंग:-

माता का नाम:- आयु:-

संस्था का नाम:-

शैक्षिक योग्यता:-

पदनाम:-

वैवाहिक सिथिति (विवाहित/अविवाहित):-

सन्तान की आयु व् शैक्षिक योग्यता:-(1)

(2) (3)

क.स.	कथन	सहमत	तटस्थ	असहमत	प्राप्तांक
(1)	नवीन शिक्षा नीति शिक्षा को रोचक बनता है				
(2)	नवीन शिक्षा नीति बालक के मन से शिक्षा के भय को दूर करने में सफल हुई है				
(3)	नवीन शिक्षा बालको का विद्यालय से लगाव स्थापित करती है				
(4)	नवीन शिक्षा निति खेल और पेंटिंग के मध्यम से प्रारम्भिक स्तर पर शिक्षा के उद्देश्य को प्राप्त करने में सफल हुईं है				
(5)	व्ले ग्रुप शिक्षा प्रद्ति प्रारम्भिक स्तर पर शिक्षा प्राप्त करने की उत्तम पदति है				
(6)	तीन वर्ष की प्रारम्भिक आयु में आधारभुत शिक्षा में प्रवेश उत्तम हैं				

(7) प्रारम्भिक शिक्षा के लिए 5 वर्ष निधारित करना प्रारम्भिक शिक्षा के उद्देश्यो की पूर्ती करता है|

(8) प्रारम्भिक शिक्षा में किसी प्रकार का मुल्याकन या परीक्षा न करवाना बालको में शिक्षा के प्रति लगाव को बढायेगा |

(9) खेल कूद पर आधारित प्रारम्भिक शिक्षा भारत में प्रारम्भिक शिक्षा के शिक्षको को शिक्षा के प्रति लापरवाह बनायेगी |

(10) प्रारम्भिक स्तर पर किसी प्रकार का मुल्याकन न करना से भारत में प्रारम्भिक शिक्षा के स्तर में गिरावत आएगी |

(11) प्राम्भिक स्तर पर क्षेत्रिये भाषाओं को वारिता वैश्विक स्तर पर भारतीय बालको को पिछडा बनायेगा |

(12) प्राम्भिक स्तर क्षेत्रिये भाषा में शिक्षा बालको के शैक्षिक स्तर को बडायेगा|

(13) माध्मिक स्तर (कक्षा6-8) में कंप्यूटर शिक्षा और सॉफ्टवेयर मिडिल शिक्षा को अधिक व्यवहारिक बनायेगा |

14) कक्षा 6-8 में ही वोकेशनल और तकनीकी शिक्षा भारतीय शिक्षा को रोजगार परक बनता है |

(15) कक्षा 6-8 स्तर पर भारतीय भाषायो की अनिवर्यता बालको को भारतीय संस्क्रति से जोड़ेगा |

(16) माध्मिक स्तर पर समेस्टर शिक्षा में गुणववता को लायेगा |

(17) माथ्यमिक स्तर पर स्टीम के स्थान पर बहु-विषय प्रणाली शिक्षा के स्तर को बायेगा |

(18) स्ट्रीम प्रणाली के आभाव में विषय विशेषज्ञो की कमी आयेगी |

(19) माध्मिक स्तर पर रूचि के आनुसार विषयों के चुनाव से वालको की शिक्षा में रूचि बढेगी |

(20) 9-12 कक्षा में विदेशी भाषाओ के ज्ञान को सम्मलित करने से वेशिवक स्तर पर भारतीयो की मांग में ब्रद्धि होगी

(21) स्कूल स्तर पर सभी सरकारी और गैर सरकारी सस्थानो की फ़ीस की उच्च सीमा निधार्रित करने से गैर सरकारी शिक्षा सस्थानो की शिक्षा स्तर में कमी आयेगी |

(22) स्वम मित्रो और शिक्षाको द्रारा मुल्य्कान करना बालको को अधिक सामाजिक बनायेगा |

(23) नवीन शिक्षा निति सामावेशित और सामान गुणवक्ता युक्त शिक्षा सुनिशिचत करने में सफल हुई है |

(24) नवीन शिक्षा निति जीवनपर्यन्त शिक्षा के अवसरों को बढ़ाबा देती है|

(25) नवीन शिक्षा निति माथ्यमिक और उच्च स्तर पर लचीलेपन और सुलभ शिक्षा के उदेश्य को प्राप्त करने में सक्षम है |

(26) 5+3+3+4 स्कूल शिक्षा संरचना से स्कूलों शिक्षा की गुणववता में सुधार आएगा |

(27) शिक्षण के लिए न्यूनतम योग्यता 4 वर्षीय एकिकृत वी० एड डिगी एक उत्तम कदम है|

(28) नवीन शिक्षा नीति उच्च शिक्षा में डीप आउट को कम करेगी |

(29) कुछ विषयों के स्थान पर वहु विषयक स्नातक शिक्षा उच्च शिक्षा को गुणववता प्रदान करेगा |

(30)उच्चतर शिक्षा का नवीन प्राठयक्रम शिक्षा में शोध और पारदशिर्ता को बढ़ावा देगा |

(31) नवीन शिक्षा नीति प्रवेश प्रकिया को अधिक सरल और समावेशी बनाने में सफल हुई है |

(32) उच्चतर शिक्षा कार्यक्रम शिक्षा को अधिक रोजगार परक बनाता है |

(33) नवीन शिक्षा वित्त पोषण के माध्यम से सभी के लिए वहनीय एव गुणववता पूर्ण शिक्षा के उदेश्यों को पूरा करता है|

(34) नवीन शिक्षा नीति का 4 वषीय स्नातक पाठक्रम शिक्षा को सभी के लिए सुलभ और लचीला बनता है|

(35) स्नातक स्तर पर री एन्ट्री शिक्षा को लोचदार और अर्थिक रूप से कमजोर छात्रों को शिक्षा के अवसर प्रदान करता है |

(36) नवीन शिक्षा नीति में Ph.D. को प्राथमिकता देने से अनुसधान और शोध को बढ़ावा मिलेगा |

(37) विदेशी विश्व विद्यालयों की शाखा भारत में खुलने से भारतीय वेशिवक रूप से प्रतियोगिता करने में सक्षम रहेगे |

(38) विदेशी विश्व विद्यालयों की शाखा भारत में खुलने से भारतीय विश्व विद्यालयों के स्तर में सुधार होगा |

(39) शिक्षा के विभिन्न कार्यो के लिए अलग-अलग विभाग से शिक्षा प्रकिया में सुधार होगा |

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